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ABSTRACT

This paper describes the rationale behind the development of a model for secondary teacher education by the Stanford School of Education. New approaches in the area of teacher education are designed to meet these current demands in the schools: demands for teachers to have curriculum orientations which cross traditional curriculum boundaries; demands for teachers to be aware of and to deal constructively with student affect; demands for new patterns of staffing and resource utilization. The model itself consists of three components: Phase I, Continuous Professional Education Programs (pre-doctoral); Phase II, Doctoral Programs; and Phase III, Research and Development Programs. Each deals with a particular domain of activity related to teacher education and each intersects with the other two components, suggesting an integrated and unified teacher education effort. Emphasis in the programs to be developed will be toward diversity and the development and testing of strategies, approaches and technologies relevant to the training of teachers. Examples of programs which are particularly appropriate for prospective teachers of the social studies are given. (SHM)

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BACKGROUND TO A PLURALISTIC MODEL FOR TEACHER EDUCATION AT STANFORD

The Stanford School of Education is a small school, and by virtue of its size and purpose, it should not try to supply a large number of teachers to meet the demands of the schools. Our faculty has always believed this, even in the days of a teacher shortage, and now with a teacher surplus, which, it is projected, will continue for some time into the future, our conviction is reaffirmed.

But there are new demands surfacing in the schools; demands for teachers to have curriculum orientations which cross traditional curriculum boundaries; demands for teachers to be aware of and to deal constructively with student affect; demands for new patterns of staffing and resource utilization. Again, because of its size and purpose the Stanford School of Education is in a unique position to attempt new approaches in the area of teacher education to help meet these demands. To facilitate the development of innovative approaches, a pluralistic model for teacher education has recently been proposed to the faculty and has been approved by consensus.

Since 1965 Stanford has been an innovative leader in the field of secondary education and has been so on the strength of its relatively small fifth year Secondary Teacher Education Program (STEP). With four academic quarters of preparation, including three quarters of paid teaching internship, our pre-service STEP graduates have developed into qualified teachers in one of the eight curriculum areas around which the program is structured (the Social Studies, English, Mathematics, Science, Art, Music, Physical Education, and Foreign Languages.)

Although STEP has flourished since 1965, our major emphasis in the School of Education has been not at the master's but at the doctoral level. A substantial number of Stanford doctorates in education become college and university teachers with a measure of responsibility for teacher training. Stanford has always been active in the professional preparation of teacher trainers, specifically of leaders in teacher education. I mention this past emphasis on our doctoral level professional training for it will be a central factor in the development of our pluralistic model of teacher education to be discussed momentarily.

An additional factor influencing the recommendation for a complete restructuring of teacher education at Stanford is the presence of the Stanford Center for Research and Development in Teaching (SCRDT). Established in 1965, this national center has had as its mission to discover and document the essential characteristics of the teaching act and the nature of the contextual elements surrounding the interaction between the teacher and learner. At about the same time the Center was established, the School of Education faculty recommended that the secondary teacher education program adopt a new posture relative to the Center. The program was to continue to function as an exemplary training program in its own right but was now to operate as a laboratory for doctoral level training in teacher education and as a site for research and development activities emanating from the Center. Furthermore, it was recommended that the Program should undergo change about every five years so that it would not become frozen in any one pattern and would then be reassured of retaining its experimental character.

For some few years this aim and rationale helped to shape the secondary teacher education effort at Stanford. However, it is fair to say that the potential for such a program has never been fully realized. Within the last 3 - 4 years personnel changes, reduction of both University and R&D Center budgeting for teacher education, the decline of intern openings in local schools, and our own inability to select the master teachers in the cooperating schools and to build proper cooperative channels with them all contributed to not achieving this potential.

When during the academic year 1971-72 the School of Education undertook a serious self-examination of all its programs, the teacher education effort underwent penetrating scrutiny. In its final report to the faculty in March 1972, the Task Force on Teacher Education recommended a significant restructuring of our teacher education enterprise and called for an array of timely model programs instead of the single, homogeneous model under which we had been operating since 1965.

THE NEW MODEL: Broad Parameters

Figure 1 represents the three components or Phases of an overall model of teacher education recommended by the Task Force. Each Phase deals with a particular domain of activity related to teacher education. Each Phase intersects with the other two Phases suggesting an integrated and unified teacher education enterprise.

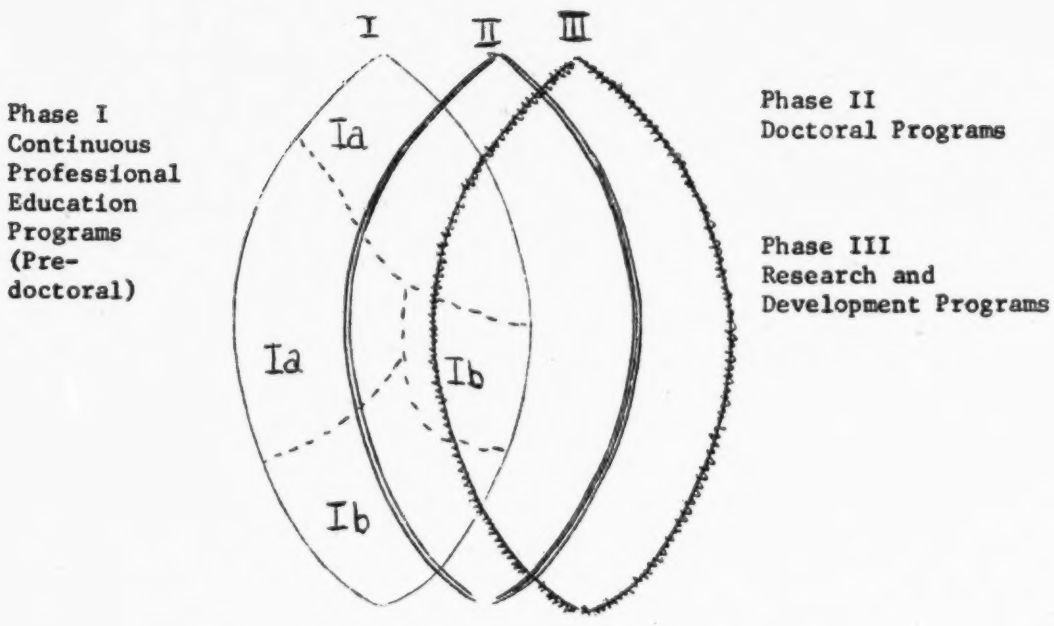

Figure 1

It was agreed from the outset of our deliberations that the hiatus between pre and in-service teacher education had too long existed and that the concept of a continuous professional education must supplant the dichotomy between pre and in-service programs. Therefore, in Phase I of the new model there are areas labeled Ia and Ib. Areas labeled Ia denote a number of small programs for pre-service teachers which we hope to generate and sustain over the next three-five years. Designed for pre-service teachers with a variety of undergraduate majors, these programs would involve the use of selected field sites for teaching practica. Also, newly emerging practices would be employed in these programs. We will return in a moment to a more detailed consideration of one or two such programs which would be particularly

appropriate for the training of a teacher in the Social Studies.

Simultaneously with the development and implementation of a cluster of small pre-service programs, there would emerge one or more programs for experienced teachers. Labeled Ib, these efforts would be closely related to the preparatory Ia programs. Experienced personnel from schools would be selected by Stanford and their districts on the basis of their already demonstrated leadership and potential for further development. They would participate in the preparatory teacher education programs both for the experience it would give them and for the valuable contributions they could make as staff members. Opportunities would be provided for these experienced teachers to pursue interests in areas such as curriculum design, construction, and evaluation; teacher evaluation; or other domains related to the preparatory programs with which they are identified.

This year we have at the School of Education five experienced teachers representing the curriculum areas of biology, English, and the Social Studies. Called Faculty Associates, these teachers have been released by their districts to pursue areas of personal and district interest. The classes from which they have been released are taught by our STEP interns. The Faculty Associates supervise the interns, attend the curriculum and instruction meetings in their teaching areas, and meet regularly with our own group of Stanford supervisors on matters of mutual concern. It is hoped that this Faculty Associate Program will be a prototype of the in-service program envisioned in Phase I of the New Model.

To summarise, Phase I is a predoctoral component of the restructured teacher education enterprise at Stanford. In the next five years we would

change from one program of pre-service training for secondary teachers to several programs. In the words of the Task Force, these programs, when seen as a cluster, "would combine various features of pre-service and in-service training; would cross selected disciplines; would carry a range across pre-school, elementary, and secondary levels; and would reach into undergraduate students for their trainees" (something to which Stanford must be particularly sensitive due to growing undergraduate interest as well as to the already high and ever-increasing tuition costs for its current fifth year masters degree and credential granting program).

Before moving to a more detailed discussion of prospective training programs in Phase I, a brief word regarding Phase II, the Doctoral Programs, and Phase III, the Research and Development Programs, is necessary. We have alluded earlier to Stanford's emphasis on the preparation of teacher trainers. This emphasis will continue. Phase II represents how doctoral students in teacher education will interact with in-service and pre-service programs as well as with research and development programs which may originate in both the R&D Center as well as the School of Education. The aim in Phase II is to prepare college teachers and researchers, as well as field-based personnel, who are equipped to look at the total process of professional preparation and continuous development and to give the total process continuity, scope, and impact.

In turn, Phase III, by intersecting with Phases I and II, represents Stanford's effort to expand the knowledge base in the general field of teacher education. Evidence abounds that both the faculty of the School of Education

and the Research Associates and Program Directors of the R&D Center have the research competence and interest in studying the processes of teaching and learning. Current R&D Center efforts in the development of a model teacher training system and new courses offered at the School of Education in the teaching of the culturally different attest to interests more focused on the professional preparation of teachers. The real challenge ahead will be to integrate these interests and strengths into systematic efforts of pre and in-service training of Phase I and the doctoral level training of Phase II and thereby strengthen the interrelationships among all three Phases of the model.

PHASE I: A Closer Look at Some Examples of Prospective Ia Programs

Over the next two years we envision the development of a small number of Ia type pre-service training programs. The area of specialization would vary from program to program. However, each area of specialization would accommodate candidates whose undergraduate majors would be diverse yet would relate in a fundamental way to the area of specialization. To focus on programs which may be particularly appropriate for prospective teachers of the Social Studies, the following examples are given:

1. A program in Environmental Studies would admit candidiates with undergraduate majors in the social sciences as well as candidates with strong minors in political science or sociology but with majors in biology, human biology, or some other relevant field.

2. A program in Latin American Studies would admit Spanish majors with strong social science or anthropology minors or the reverse.

3. An East Asian Studies Program would admit social science majors with, for instance, anthropology or relevant language minors, or again the reverse. Other possible programs, such as one in Urban Studies or another in Studies in Cultural Democracy (in the latter we might find an Afro-American, a Mexican American or a Native American strand) would all be appropriate for the trainee wishing to be credentialled in the Social Studies.

Any proposal for a specific training program will be initially reviewed and approved by a central student-faculty committee on Teacher Education. To be approved each program should have clearly defined objectives, a coherent explicit rationale for the program as set forth, effective research development and evaluation components for its continual improvement, and adequate financial resources, staff, and materials to insure a high degree of success. Furthermore, although these programs, by virtue of their areas of specialization, are to reflect current social concerns and are to prepare teachers with multi-disciplinary subject matter combinations, there is to be a central core to each of the programs which in its structure and intent remains constant across all programs. Figure 2 on the following page represents this central core.

	Prog. 1	Prog. 2	Prog. 3	···Prog. N
1. General or Liberal Education				
2. Specialized Education A. Subject matter B. Professional education theory, training, and practice.				
3. Individual /Social Considerations of Contemporary Significance A. Minority problems B. Urban problems C. International perspectives D. Specialized needs of individuals				

Figure 2

The three dimensions of the core are General and Liberal Education, Specialized Education, and Individual and Social Considerations of Contemporary Significance. These core strands should not lead to a monolithic list of required courses or experiences. Rather they should provide a framework within which there are many degrees of freedom for the trainees together with the in-service experienced teachers, the doctoral students, and the involved faculty to jointly shape imaginative variations by which the needs of the candidates could be individually met in accordance with acceptable standards.

The aim, then, will be toward diversity and the development and testing of strategies, approaches and technologies relevant to the training of teachers. Diversity will be evident not only across program areas of specialization, but also, for example, by some programs strictly adhering to behavioral objectives and others not; by some programs totally structured around performance-based modules, and others less so; by some programs having a significant local community-based character and others a more international base.

AREAS OF CONCERN

In the planning, implementation and evaluation of any particular progam there will arise specific problems which will need to be addressed and resolved. However, in closing, I would point to four broad areas of concern which the planners of any program must consider:

1. The commitment of the faculty of the School of Education toward a pluralistic model of teacher education must not be forthcoming only in principle but also in action. To generate a Ia type training program will demand a considerable expenditure of time and energy on the part of a number of faculty. The extent to which various members of our present faculty will wish to explore new avenues and approaches to the pre-service training and continuous development of teachers will be shown over the next two years for it is hoped that by September 1974 we will have operationalized one or more Ia-type programs.

2. New linkages with field settings will undoubtedly be necessary to mount some of the alternative programs. For instance, last year in a program proposed for Eastern Asian Studies by Jan Tucker and his colleagues, an extended summer field practicum in an East Asian country was planned. Certainly an Urban Studies teacher education program might well be designed to have its students both teach and live in an urban setting so that the trainee develops an awareness of the city school as a political and social system as well as an awareness of the community served by the school. In such a program there is no question that field-based personnel from the school district, from individual schools, from neighborhood groups, from municipal, state, and federal agencies, and from a variety of other institutions will need to commit a measure of their time and energies to the program's development. How will these linkages be developed? What "pay-off" to the field-based people will be offered?

3. Certainly the planners of any program will need to consider the question of funding. Adequate funding must be evident before a program is approved so that, for example, the program can be assured of providing adequate compensation to cooperating field-based teachers who may be working closely with trainees or for hiring short of long-term consultants with particular expertise to bring to bear upon specific problems.

At the moment a group of School of Education faculty representing the fields of mathematics and natural and social sciences are meeting regularly to flesh out a proposal for a training program to be

hopefully funded by the National Science Foundation. But we are all agreed that a variety of funding sources, ranging from those at federal, state and local levels to private foundations and Stanford itself, must be identified and tapped.

4. Finally, another major area to be considered will be the extent to which programs will conform to the new guidelines for approved teacher education programs as set forth by the California Commission for Teacher Preparation and Licensing. This new Commission has indicated to all teacher training institutions in California that, as these institutions review their current programs and bring them into line with the new guidelines, the Commission will welcome innovative departures from old approaches and practices. Particularly urging very signficant input by the "field" into any pre-service program, the Commission has provided in its guidelines what we feel to be enough degrees of freedom to strike out in some bold, new directions.

Therefore, with the latitude provided by the Commission, with the hoped-for commitments from the "field" and from interested Stanford faculty, with the already evident enthusiasm of a number of undergraduates and doctoral students as well as experienced teachers in local districts, and with a resident reservoir of research and development interest in teaching and teacher training originating at the R&D Center, we at STanford are anticipating our efforts in pre-service teacher preparation and continuous professional development to take on a pluralistic yet integrated character.